LINGUAPHONE

STUDENTS' INSTRUCTIONS

LINGUAPHONE INSTITUTE

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TO THE

LINGUAPHONE COURSE

Instructions for :

Adult Students
Children from 6 to 12 years of age
Children up to 6 years of age

LINGUAPHONE INSTITUTE

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INTRODUCTION

How to make the MOST of the Linguaphone Course

You have now in your hands the finest means yet devised for the teaching of Modern Languages. Many years of experimental work with every known method of language teaching have gone into the preparation of this Linguaphone Course.

You can now command the services of the finest language teachers in the world—men and women who combine all the essential elements of the ideal teacher; the language they are waiting to teach you is their own language, as familiar to them as your own language is to you.

They are acknowledged experts in their language, understanding every aspect of it, widely read and widely versed in the culture of their own nation. And, most important perhaps of all, they are expert teachers, with the skill born of long experience in imparting their knowledge to others, and in understanding and smoothing out all the difficulties that might impede your progress.

You are waiting to learn—they are waiting to teach. This book has only one purpose: to introduce you to each other, and to help you over the early stages of your acquaintance, until you know each other so well that you can get on by yourselves.

You may think that you do not need to be told how to listen. But *when* to listen and when to speak, what to listen for, and how to absorb all that there is to listen to—on all these points these Instructions will guide you.

They will show you at every point of your developing knowledge how your ear, eye, lips and memory can best and most effectively co-operate—as they did automatically when you learned as a baby to speak your own language—so as to enable you to master every sound and every idiom of the foreign language you have chosen.

If you follow these instructions carefully, even though at the moment you may not see the value of them—if you are prepared to "begin at the beginning and go on till you come to the end"—you will find that at every step of your progress, as on a path that climbs from a valley to the shoulder of a hill, you are offered an ever wider and more fascinating prospect, but, unlike the hill-climber, you will find that the nearer you approach the summit the easier and more attractive the climb becomes. And when you reach the summit a new world lies at your feet.

INSTRUCTIONS FOR ADULT STUDENTS

Preliminary Advice

These instructions are applicable both to those students who already have some knowledge of the foreign language, and to those who have no knowledge of it at all, whom we may call "Beginners".

The object of these instructions is to help you to learn, not only how to speak the language, but also how to write it and understand it.

If you already have a certain knowledge or a "smattering" of the spoken language, your accent may not be perfect. We therefore advise you to try and forget as far as possible what you have learned before, following the instructions even more carefully than if you were a beginner.

If you have no previous knowledge and follow these instructions conscientiously, you must inevitably speak the foreign language with the same accent and intonation as the speakers to whose voices you have been listening on the records.

The first few records are spoken slowly and deliberately, so as to enable the beginner to catch every word. The more your ear gets accustomed to the foreign language, the clearer and more distinct the foreign words become to you, and what at first may have seemed to you a jumble of strange and incomprehensible sounds gradually assumes the shape of distinct and intelligible speech.

The rate of speech advances with every lesson as the course progresses, until in the later lessons it reaches the normal rate. By then, you will have no difficulty in following the text, because in the meantime your ear will have become thoroughly trained and attuned to the foreign language.

At the outset you may find the different turns of speech and idioms strange, but just take these peculiarities (present in *every* language—including English!) for granted at first. Later on, when you have the "feel" of the language, they will all become perfectly clear to you, and you will be able to express your thoughts in this new medium just as spontaneously as you do in English.

Try not to let a single day pass without doing some study.

It is better to do a little at a time at regular intervals than a great deal at long intervals.

Stop as soon as you are tired and feel that you cannot give the lessons your full attention.

Take every opportunity to listen to foreign broadcasts, as this is very valuable practice.

IMPORTANT.

Do not attempt to pronounce the sentences aloud until instructed to do so.

EXERCISES

Always see that the record you are using is free from dust. Fluff or dust collected by the needle as it travels round the grooves may distort the sound. Never use worn needles. Find out how often you should change the type of needle you use, and be sure to keep within the limit. Before beginning the Exercises, see that your text-books are at hand, together with a note-book and pencil.

EXERCISE 1.

(Whilst doing this Exercise do not try to understand the meaning of the text. Your principal object should be to distinguish each syllable and each word and to identify the spoken word with the printed text.)

1. Listen, and at the same time, follow the words in the illustrated Textbook.
2. Listen again without looking at the Textbook.
3. Listen once more, this time following the words in the Textbook.

Repeat this Exercise several times.

EXERCISE 2.

Understanding.

Without listening to the record. Read* through the text you are studying and refer to the pictures. They will help to make the meaning of the sentences clear to you and to fix the words in your mind. Wherever a number is attached to a word in the text, refer to the large picture illustrating the lesson; there you will see the same number attached to the object which the word represents. If there are small pictures as well, the words they illustrate will be indicated by a letter in italics.

Having done this, make quite sure you understand the text by consulting the Vocabulary.

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* *Silently*. At this stage do *not* attempt to say the foreign words aloud.

EXERCISE 3.

Ear-training in conjunction with Text and Pictures.

Play the portion you are studying several times, first following the text in the book; then concentrate on the pictures and look at the various objects as they are mentioned. By now you should have quite a good idea of the meaning of the sentences as you hear them.

EXERCISE 4.

Ear-training combined with Spelling—Writing.

Listen again, while following the text in the book, this time paying special attention to the spelling of the words.

Copy out the text. (If you are studying a language that has a special script, practise first with the alphabet and individual words.)

EXERCISE 5.

Detailed Ear-training.

Listen to the text while following it in the book. Do you understand every word? If not, underline in pencil the words you do not understand.

Look up the meaning of the words underlined and then listen several times without the book, until you are able to understand everything.

EXERCISE 6.

Speaking.

You are now ready to start speaking the words and sentences you have heard. If you are to be understood easily, you must speak the language in the same way as the speakers on the record. This means imitating their intonation as well as pronunciation, so do not be afraid to copy the rise and fall of the voice exactly.

Practise as follows: Listen to the first sentence without the book, stop the record and say the sentence aloud. Compare your pronunciation with the speaker's and see whether you can detect any difference. Repeat if you are not quite satisfied with your pronunciation.

Proceed in the same way with the remaining sentences.

EXERCISE 7.

Dictation.

Dictation from the record gives excellent practice in ear-training, spelling and writing at the same time.

Play a few words at a time, stop the record and write down the words you have heard.

When the whole portion has been written down in this way, compare it with the printed text. Any mistakes should be underlined in pencil and *not* corrected. The next day the underlined words should be corrected from memory.

EXERCISE 8.

Reading.

Listen to the text, at the same time following in the book. Then listen to it without looking at the book. Finally, read it aloud to yourself several times. Read slowly at first. Fluency will come of its own accord. Reading aloud is an excellent exercise for acquiring fluency in speaking, but should only be practised when you are sure of your pronunciation.

EXERCISE 9.

Ear Test.

Without looking at the book, listen to the text to satisfy yourself that you understand every word you hear.

EXERCISE 10.

Spontaneous Conversion of Images into Spoken Words.

Look at the large picture. Take, one by one, each person and object numbered and, besides giving its name, give a description of it and express the whole idea represented. When the gender of a noun is indicated by an article, it is a good idea to learn the two together. This will help you memorise the gender. Always say the words aloud.

A similar exercise can be practised whenever there are small pictures in the text.

EXERCISE 11.

Detailed Understanding of the Text.

Copy out from the Vocabulary the meanings of the words and phrases in your own language. Close the Vocabulary and add the foreign equivalents. Check from the Vocabulary.

At this stage you should consult the grammatical handbook to make quite sure you understand the grammatical construction of the sentences.

EXERCISE 12.

Final Test.

Listen to the whole text without the book. Can you understand and follow it all? Do you know it so well that you do not need to think of the English meaning of it? If so, you are beginning to think in the foreign language and have really mastered the lesson.

Play the lesson again, this time reading it aloud together with the speaker to make quite sure your pronunciation and intonation of the Lesson are correct.

Where the text consists of conversation in the form of questions and answers, the following additional Exercises should be carried out:

EXERCISE 13.

Answering Questions heard on the Record.

Play the first question and then stop the record. Repeat the question aloud and then give the answer from memory. Then listen to the answer on the record and make sure your own answer was correct. Continue in the same way with the remaining questions.

EXERCISE 14.

Asking Questions and Hearing Answers on the Record.

Imagine that you are the speaker who is asking the questions and let the record give you the answer. Ask the first question, then listen to the same question to see whether your version was correct. Follow on by letting the record give you the answer. As soon as you hear the answer, stop the record and ask the next question, and so on to the end of the text.

Summary of Foregoing Exercises

Listening.

(a) Listen, following text in book.

(b) Listen, without looking at the book.

(c) Listen, following with the book.

Understanding.

Make out the meaning with the help of pictures and Vocabulary.

Ear-Training.

Listen, first following with the text and then only looking at the picture.

Speaking.

Listen to the sentence, then repeat.

Dictation.

Listen to the sentence, then write it down.

Reading.

Listen to the text. Read it aloud *with* the record and then by yourself.

Conversation.

Play the Question. Stop the record. Give the Answer yourself and check by listening to the Answer on the record.

Independent Self-Expression

After you have mastered the first two or three lessons, you will have acquired quite a considerable vocabulary.

The material thus learned will not only enable you to formulate such sentences as appear in the book, but you will find by degrees that with the words and expressions you have acquired you will also be able to formulate correctly your own independent sentences and phrases as occasion arises. The more lessons you master, the easier you will find the art of self-expression in the foreign language.

The material is there, the means of acquiring it are there; it is for you to make it your own by a little perseverance and a little work.

The Sounds Record

When a Sounds Record is provided, the text of this record will be found in the main text-book. This record should be used only for reference purposes. It will enable you to identify and classify any particular sound which you may wish to verify or study.

Regarding Pronunciation Generally

Too much stress cannot be laid on correct pronunciation. You may feel sure that you can repeat the first lesson correctly, but if you go back to Lesson 1, after you have finished Lessons 2 and 3, your ear will have become sharper in picking up nuances of tone, and you will find many little points to correct. Keep on referring, therefore, to Lesson 1 at intervals as a pronunciation test —you can always learn from Lesson 1 in this respect.

Final Note

Now that you have come to the end of this Course, you will, if you have followed the instructions carefully, have acquired a lasting knowledge of the language you have chosen. You can now make yourself easily understood when you speak it; your accent is irreproachable and you have a sufficient vocabulary for all the ordinary needs of daily life. Moreover, you will have no difficulty in understanding the language when others speak it, and can converse fluently with natives and enjoy the broadcasts from foreign stations. Most thrilling of all, perhaps, you are well-fitted to set out on a voyage of exploration in the literature of the language you have mastered. (When you do so, make a habit of reading aloud a short passage for half an hour or so. If there are any words in the passage you do not understand, do not look them up in the dictionary at once. Read the passage aloud several times, then look up the meaning of the unknown words, and finally read the whole passage four or five times more.)

Even after you have completed the Course, it is a good plan to listen occasionally to one or other of the records in order to keep your ear attuned to the language and to maintain the purity of your accent. The Course is particularly valuable for enabling the student to maintain his knowledge of the language at a high

level at all times, especially in the important matter of the intonation to be used in conversation on everyday topics.

In acquiring the language that you have already mastered you have prepared the ground for a great harvest of real and lasting enjoyment, which you are now ready to reap. But you have done more. You have prepared and trained yourself so that when next you set out into new fields of language-study, your labour will be the lighter, and even more abundant and satisfying the reward.

The choice of the next language you study will depend on your own requirements. Each language has its own advantages. For business purposes, French, Spanish and German will be found the most useful. Esperanto, an easy language to acquire, is becoming more and more popular as an international language. Italian offers you a magnificent literature and a fuller understanding of many beautiful operas. Russian, a language not nearly so difficult to acquire as some people imagine, will give you access to some of the greatest novels of the world.

The language you have just completed studying will provide the key to many others. Thus, if you have studied one of the Romance languages—French, Spanish, Portuguese or Italian—any of the remaining ones will be easily acquired. Similarly, the Teutonic languages—German, Dutch and the Scandinavian group—are all closely related, and a study of one of them will have opened the door to the others.

Having completed one language, you may now care to study two or more languages simultaneously. By the Linguaphone method it is possible to do this with an expenditure of very little more time and effort than is needed to learn a single language. Moreover, it is fascinating to compare the forms of expression given to the same idea in different languages. This added interest, again, enables rapid progress to be made without strain and almost without conscious effort, because a task which gives pleasure in itself is always easier of accomplishment—in fact, it ceases to be a task and becomes a pastime.

INSTRUCTIONS

FOR

CHILDREN

INSTRUCTIONS FOR CHILDREN

Children of twelve and over should in most cases be able to follow the same instructions as for adults. Children under twelve who are able to read may take the exercises given below. It should be borne in mind, however, that the younger the child, the less material should be covered in every lesson. The adult who is supervising the lessons should, of course, be thoroughly acquainted with each part of the text before taking the child through it. Those who already understand the language will find this presents no difficulty, while those who have no previous knowledge will be agreeably surprised at the progress they themselves will make by running through each lesson once or twice, in accordance with the Instructions for Adults, before giving the child his or her lesson.

EXERCISE 1.

Preliminary Ear-training.

Having decided how much the child can assimilate in the lesson, let him listen to that passage several times:

1. without looking at the book,
2. while following the words in the book,
3. without looking at the book.

EXERCISE 2.

Understanding.

Tell the child the meaning of the passage or help him to find out the meaning for himself from the Vocabulary. Let him look at the pictures to fix the words in his mind.

EXERCISE 3.

Ear-training in conjunction with Text and Pictures.

Let the child listen to the record several times, first following the text in the book, then concentrating on the pictures and pointing out the various objects as he hears them referred to.

EXERCISE 4.

Ear-training and Speaking.

The child should now be ready to start speaking the passage he has heard. Let him listen to the first sentence and then say it aloud himself. Let him do this two or three times until he is able to copy the speaker exactly. He should proceed in the same way with the rest of the passage, sentence by sentence.

EXERCISE 5.

Writing and Ear-training.

Let the child copy the passage in an exercise book, the adult seeing that there are no mistakes. Afterwards the child should listen to the passage again while looking at what he has written.

EXERCISE 6.

Dictation.

Let the child listen to the passage a few words at a time and write it down. The adult and child together should compare the result with the printed text and correct any mistakes.

EXERCISE 7.

Reading.

Let the child listen to the whole passage once or twice and then read the passage aloud from the book four or five times.

After the child has been through each portion of the lesson in accordance with the above instructions, he should do the following Exercises:

EXERCISE 8.

Let him listen to the whole lesson, first with the book and then without it.

EXERCISE 9.

Ear Test.

Let the child listen to the whole of the text without the book, but this time satisfy yourself that he understands every word he hears. If not, the relevant portion must be explained and the child should then listen to it again.

EXERCISE 10.

Spontaneous Conversion of Images into Spoken Words.

Let the child look at the large picture and say aloud in the foreign language what each object or person represents, adding, if possible, a description of it. For example, he will not refer merely to "the mother" but say "the mother is reading a book", or whatever the mother happens to be doing.

The child should also give the names of any small pictures in the text. When the gender of a noun is indicated by an article he should be reminded to learn the two together. This will help him to memorise the gender.

Where the text consists of conversation in the form of questions and answers, the following additional Exercises should be carried out:

EXERCISE 11.

Answering Questions heard on the Record.

Play the first question and then stop the record. Let the child repeat the question aloud and then give the answer from memory. Then let him listen to the answer on the record and make sure his own answer was correct. Continue in the same way with the remaining questions.

EXERCISE 12.

Asking Questions and Hearing Answers on the Record.

Let the child imagine that he is the speaker who is asking the questions and let the record give him the answer. Let the child ask the first question, then listen to the same question to see whether his version was correct. Follow on by letting the record give him the answer. As soon as he has heard the answer, stop the record and let him ask the next question, and so on to the end of the text.

Conversation Practice

After the first few lessons of the Course have been completed, conversation practice should be developed in the following way. While the child is looking at the large picture, ask him the following six basic questions in the foreign language:—

1. How many people are there in the picture?
2. Who is on the left?
3. Who is on the right?
4. What is on the left?
5. What is on the right?
6. What is . . . doing?

These questions can be applied to any Linguaphone picture. At first the child's answers will be short and simple, but with practice they will become longer and more interesting.

The Sounds Record

When a Sounds Record is provided, the text of this record will be found in the main text-book. This record should be used for reference when you wish to give the child additional practice on any one particular sound.

INSTRUCTIONS FOR CHILDREN UNABLE TO READ

EXERCISE 1.

Let the child listen to two or three sentences about five or six times every day for three or four days.

EXERCISE 2.

By then the child will probably start asking the meaning of some of the words or phrases which have impressed themselves on his mind. The adult will then explain what each of these words means.

EXERCISE 3.

Whenever the sentences contain objects or situations shown in the picture, they should be pointed out, so that the child may learn to associate the spoken word with what he sees in the picture.

EXERCISE 4.

Taking sentence by sentence, let the child first listen to the record and then repeat the sentence he has heard. If his pronunciation or intonation is faulty, let him listen two or three times again until he is able to copy the record exactly.

EXERCISE 5.

Make sure that the child understands the full meaning of what he has heard on the record. Give him the English of each sentence and let him say what the equivalent is in the foreign language.

EXERCISE 6.

Having gone through the whole of the text as indicated above, let the child pick out the various objects in the picture and give their foreign equivalents.

Finally, let him listen to the whole text once more.

Where the text consists of conversation in the form of questions and answers, the following additional Exercises should be given.

EXERCISE 7.

Let the child listen to the first question and make himself thoroughly familiar with it.

EXERCISE 8.

Explain the meaning of the question.

EXERCISE 9.

Let the child listen again to the question a few times, repeating each time the question aloud.

EXERCISE 10.

Let the child listen to the answer in the same way.

EXERCISE 11.

Let the child listen to the question again and give the answer from memory. Continue in the same way with all the questions and answers.

EXERCISE 12.

Ask the questions, first in their proper order and then at random, the child giving the answers.

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